

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the explanations about (1) Sociolinguistics, (2) African American Vernacular English (AAVE), (3) Linguistic features of African American Vernacular English (AAVE), (4) Standard English (SE), and (5) Fences Movie.

2.1 Sociolinguistics

Sociolinguistics studies how language serves and is formed by the social nature of human being. Holmes (2013) states that sociolinguistics basically studies the relationship between language and society. Wardhaugh (2006) also explains that sociolinguistics is related to how language functions in the society build social interaction and also how community members communicate using different languages than others. According to Noviasanto (2014), sociolinguistics is the study of language in social context and the study of society through linguistics, it is about a correlation between language and society and the way people use language in the different social situation. Based on those theories, it can be concluded that sociolinguistics focuses on the usage of language that is the relation to society.

2.2 African American Vernacular English (AAVE)

African American Vernacular English (AAVE) is a form of English dialect in America used by Black people who speak non-standard English (Galuh & Adam, 2014). African American Vernacular English (AAVE) as a variety of speech adopted by working-class descendants of US slaves in colloquial contexts and it diverges not only in degree but also often in kind from Standard American English (Mufwene & Green, 2005). According to Labov (2012), African-American Vernacular English (AAVE) actually is a dialect spoken by the majority of African-Americans, but also spoken in rural areas in relaxed adult speeches mostly in areas in the cities of New York, Boston, Detroit, Philadelphia, Washington, Cleveland, Chicago, San Francisco, and Los Angeles.

Green (2002) states that African American Vernacular English (AAVE) has got many other names such as Black communications, Black English Vernacular (BEV), Black Vernacular English (BVE), Negro Pidgin, American Negro speech, Negro Creole, Negro dialect, Negro English and Non Standard Negro English, among which the word “negro” expresses racial discrimination. In fact, African American Vernacular English (AAVE) is a variety of American English which is widely used by working-class African Americans. Konecna (2008) says that African American Vernacular English (AAVE) is known as Ebonics that is sometimes called by Nonlinguistics, a term combined by “ebony” for black and “phonics” for sounds.

Whitney (2005) states that African American Vernacular English (AAVE) cannot be considered as improper grammar, slang or broken English.

The history of African American Vernacular English (AAVE) began with the first African slaves to arrive in America in the 17th century. Andersson (2003) explains that in this case, some linguists believe that the same language is spoken first in South America or from remnants of plantations in southern coastal countries which is West African people who work as slaves. According to this theory, African American Vernacular English (AAVE) is an English dialect taken by slaves from the white speaker and historically originated in the British Isles (Tottie 2002; Trudgill 2000).

African American Vernacular English (AAVE) comes from Africa, they speak different African languages, and most of them are West continent. The slaves have very limited access to English, so they can communicate with kidnappers and slaves from other countries and tribes, they combine English expression with grammar and vocabulary that are typical of various African languages, and thus creating a speech, a reduced, mixed, and simplified language that functions as a contact language (Trudgill, 2000, 2002; Dillard 1973). Pidgin was later developed into Creole because it becomes the original language of the speech community (Dillard 1973). Based on Creole Theories by Trudgill (2000) states that African American Vernacular English (AAVE) obtained through English Creole, like the one spoken in the Jamaican example. Current contemporary English Pidgin varieties are

spoken in coastal areas of West Africa, and British Creole used by "Africans descendants " in the West Indies have, just like African American Vernacular English (AAVE), the vocabulary is similar to English and English seems to be influenced in part by African languages.

According to Thomas (2001), there are two main theories about the origin of African American Vernacular English (AAVE) as follows:

a. Display of dialectologists

Dialects are labeled interrelated language variations can be understood, but includes some unique grammatical or pronunciation patterns to speakers in a particular region, social class, or ethnic group (Redd & Web, 2005)

b. African American Vernacular English (AAVE) as a Distinct Language.

Other linguists have noted the grammatical structures African American Vernacular English (AAVE) with West African languages to support their argument that AAVE might most accurately be classified as an African based language with English words. Some linguists argue that the similarity of African American Vernacular English (AAVE) to many of the world's Creole languages shows that African American Vernacular English (AAVE) itself is Creole, or a related, but separate language that has recently declined because it resembles Standard American English (SAE) (Stewart & Vaillette, 2001). Mufwen (2014) explains that the definition of the origin of African American Vernacular English (AAVE) has been

polarized by two types of dominant arguments. First, African American Vernacular English (AAVE) is characterized by an Anglican approach, which supports the origin of English from structural features and features of the importance of African elements in the system. Second, through the Creole-origins approach, which traces its origins to creation like rolls which are temporarily spoken on plantations in the southeastern United States, commonly referred to as South America.

Green (2002) also defines that the emergence of urban African American Vernacular English (AAVE) is a product of Creole which explains that the real developments and patterns of sharing African American Vernacular English (AAVE) with English Creole varieties such as Jamaican Creole, Gullah and with other dialects from England. In the most common account, Creole is a developing language of pidgin, a simplified means of communication among speakers who do not speak the same language. Creole is different from pidgin because they have native speakers, and they are characterized by a wider vocabulary. In other accounts thrown in the Anglican or dialectologist frame, maintaining that they learn English from the UK and other immigrants are quite fast and direct, without intervening pidgin or creole stages because the characteristic patterns of African American Vernacular English (AAVE) are actually found in other English variations.

2.3 Linguistics features of African American Vernacular English (AAVE)

Linguistics features of African American Vernacular English (AAVE) consist of three parts as follows:

2.3.1 Phonological features of African American Vernacular English (AAVE)

There are several differences between African American Vernacular English (AAVE) and Standard English in a consonant system. Tottie (2002) states that As in Southern White English dialect, there are consonant features form in African American Vernacular English (AAVE) such as (1) Reduction of word-final consonant clusters, non-rhotic (syllable-final /r/ is not pronounced), (2) Frequent deletion of final /l/, particularly after labials or word-finally with auxiliaries, (3) Fortition (hardening) of initial /ð/ to either [d̪] (dental stop) or [d] (alveolar stop), (4) In word-final position /θ/ is frequently shifted to [f] This shift is also found for /ð/ (> [v]) in word-internal position, (5) The distinction between short /ɛ/ and /ɪ/ is frequently lost before nasals as it is southern white American English (and other forms of English). The neutralization is to the raised vowel [ɪ].

Table.2.1 Phonological Consonant Features of African American Vernacular English (AAVE) Changes

CONSONANT FEATURES	WORDS	STANDARD ENGLISH (SE)	AAVE
Reduction of word-final consonant clusters	Test	/test/	[tes]
	Desk	/desk/	[des]
Non-rhotic (syllable-final /r/ is not pronounced)	Car	/kɑ:/	[ka:]
Frequent deletion of final /l/, particularly after labials or word-finally with auxiliaries	Help	/help/	[hep]
Fortition (hardening) of initial /ð/ to either [ɖ] (dental stop) or [d] (alveolar stop)	This	/ðis/	[ɖis]
	There	/ðeə(r)/	[ɖe:]
In word-final position /θ/ is frequently shifted to [f] (also found in Cockney English). This shift is also found for /ð/ (> [v]) in word-internal position.	Bath	//bɑ:θ/	[ba:f]
	Brother	/brʌðə(r)/	[brʌvə]

2.3.2 Lexical features of African American Vernacular English (AAVE)

Vocabulary in African American Vernacular English (AAVE) is also different from other types of English. According to Tretina (2012), the vocabulary or lexicon consists of two sections such as words that came from Africa and loan-translation words. The words that came directly from Africa were brought by the slaves during the United States trade. These are some examples: Elephant, Jazz, Oasis, Sorcery Banana, Banjo, and Goober. The loan-translations words are compound words which are introduced into the language through the translations of the same concepts in English. For example bad-eye that means “nasty look” and big-eye that means “greedy”. There is some words about the meaning of African American Vernacular English (AAVE) speakers, as follows:

Table 2.2 Lexical African American Vernacular English (AAVE) Vocabulary

AAVE	MEANING
Homeboy	A good friend
Fresh	New
Daddy	Main boyfriend
Wifey	Main girlfriend

Another example like brothers means 'black man'. However, call usage is now common in Standard English (Tottie, 2002).

2.3.3 Grammatical features of African American Vernacular English (AAVE)

Wolfram (2004 as cited in Anggreeni, et al.,2018) explains some distinctive characteristics of verb phrase form in African American Vernacular English (AAVE) as follows:

a. Verb phrase

Based on Oxford Dictionary of English Grammar (2014), Verb phrase is a verb which has the same usefulness as a single word. There are eight (8) grammatical characteristics of African American Vernacular English (AAVE) in verb phrase feature which are

1) Copula/ Auxiliary Absence

Copula/ Auxiliary absence is the deletion of an auxiliary in an utterance. It means that the word “is” or “are” can be left out or no mention for example, “she kind “ for “she is kind” and “we acting silly” for “we are acting silly”.

2) The Generalization of *Is* and *Was*

In this section, the use of “is” and “was” to plural and the second person subjects using “are” and “were” for example, “they is noisy” for “they are noisy”, or “we was here “for “we were here”.

3) Invariant be

This aspect refers to whether an action is completed or on-going. Habitual aspect means that a person regularly/often/usually does a thing, but does not give any indication of whether they are *currently* in the process of doing that thing for example, “*he be workin*” meaning “*he is usually working*”.

4) Remote *been*

The stressed use of *been* with a past tense form of the verb as in “I *been* got a job” or “I *been* known him” may show a special aspectual function that marks an activity that took place in the distant past.

5) Double modals

The use two modals at once for example, *May can, might can, might could*.

6) Completive *done*

This means that the speakers replacing an auxiliary after the past tense verb to indicate the completed action in the past for example, “he *done* made enough of us” for “he has made enough of us”

7) Sequential *be done*

It is the combination of invariant *be* and completive *done* together in sentences for example, “my vanilla ice cream *be done* melted by the time we get there”.

8) Subject-Verb-Agreement

Subject-Verb-Agreement is a absence of suffix –s in 3rd person singular present for example, “she walk” for “she walks”.

9) Irregular Verbs

These include the extension of past as participle for example, “they seen it”, “everybody knowed him” or “we run there yesterday”

10) Simple past *had* + verb

This use is equivalent to the use of the simple past for example, “they had went outside and then they messed up the yard” for “they went outside and then they had messed up the yard”.

b. Negation

Negation is the grammatical means which the truth of an assertive sentence is denied. The Negation features in African American Vernacular English (AAVE) consist of four parts such as:

1) *Ain't*

In African American Vernacular English (AAVE) the use of *ain't* as a general preverbal negative for present continuous tense *be* (*am not, isn't, aren't*) and the perfect auxiliary (*haven't or hasn't*). The use of *ain't* is similar to the form of *be+not* in Standard English form as in “I ain't right” for “I am not right”. The use of *ain't* is also similar to the form of *have not* as in “she ain't come yet” for “she hasn't come yet” in Standard English (SE) form. The use of *ain't* also similar to the use of *do not* as in “I ain't want nothing” for “I don't want

anything” in Standard English form. The form of negative concord also one of the prominent trait of African American Vernacular English (AAVE) negation form as in “I ain’t see nobody” for “I don’t see anybody” in Standard English

2) Negative Concord or Multiple negation

It is the use of more than one negation markers in a sentence for example, “I don’t never have no problems” for “I don’t ever have any problems” or “I don’t want to miss no more of math class” for “I don’t want to miss math class anymore”.

3) Negative inversion

This feature involves repositioning a negative auxiliary verb or modal at the beginning of the sentence followed by subjects like nobody or everybody as in the sentence “aint nobody gonna find out” meaning “nobody is going to find out”. Related to the preverbal negative pattern is a type of inversion of the negative auxiliary and indefinite subject, as in “don’t nobody like him” means that “nobody likes him” and “ain’t nobody home” means that “nobody is home”.

4) *Ain’t* with but

The use of *ain’t* with but it is mean only or no more than.

c. Nominal

Nominal is one of the characteristic of the noun phrase in AAVE and the most note worthy of the absence of inflectional-s on possessives and plurals.

1) Absence of suffix-‘s in possessive

The deletion of -‘s after the noun to indicate ownership for example, “the cat(‘s) tail was wagging” or “the man(‘s) hat was old are old”.

2) Absence of suffix-s in plural noun

The deletion of -s after the more than one entity of noun for example, “I got 60 cent(s)” or “it is four mile(s) from here”.

3) Associative plural *an’em*

The use of *an’em* after someone’s name to mark other people associated with that person for example, “jhon an’em” for “jhon and his friends”.

4) *Y’all* and possessive *they*

The use of *y’all* as the second person pronoun and possessive for example, “it’s y’all ball” or y’all done now”. The use of *they* as the possessive pronoun for example, “it’s they book”.

5) Existential *it* and *they got*

The use of “it” is to replace “there is” and “they got” as “there are”

6) Object pronoun after a verb

In this section the use of an object pronoun after a verb as personal datives for example, “she likes them bananas” or the use of objective forms in coordinate subjects as in “me and him got style”.

d. Question Formation

Question formation features consist of two parts which are:

- 1) **Non-inverted WH question:** *WH* question without subject-auxiliary inversion for example, “where that is?” or “what it is?”.
- 2) **Inverted embedded question** which is invert without whether or if for example, “I asked her could I go with”.

2.4 Standard English (SE)

Chaer (2003) States that Standard English (SE) is used in a formal situation and non standard language is used in an informal situation. According to Trudgill (1999), Standard English (SE) is simply one variation of English among many of the standards used. Thomas (2010) States that Standard English (SE) is an institutional dialect, a higher social class dialect and an educational dialect which is taught as English for foreign learners. The researcher concludes that Standard English is a variety of English considered as the form of the English language which widely accepted as the usual correct form

This section clarifies about the general rules of the Standard English (SE) which are frequently avoided by African American Vernacular English (AAVE) speakers as follows:

a. Agreement rules

According to Arifin (2017 as cited in Frank 1972), the rules for agreement and gives some examples as follow:

1) The Verb must agree with the subject in number

For example: “The boy is resting” or “the boys are resting”.

2) A non-countable noun used as a subject requires a singular verb.

For example, “his baggage was lost yesterday” or “his bags were lost yesterday”, “this information is incorrect” or “this facts are incorrect”

3) A collective noun used as a subject generally occurs with a singular verb

In American English, unless emphasis is to be placed on the individual members of the collective unit for example, “the committee has been preparing a new proposal” but “the committee have disagreed among themselves about the terms of the proposal”.

b. Some nouns ending in “s” cause problems in agreements.

1) Some are singular non-countable noun-*news*

For example, measles (name of a disease), and economics (name of a field of study) for example, “the news about the war is not good” or “physics is a difficult subject”. However, the name used for a field of study may be plural if it refers to a practical matter. “the acoustics in this room are not good”.

2) Some nouns have the same form for *singular or plural*

For example, *series, means, and species*.

3) Some nouns are plural only and require *plural verbs*

For example, *brains, riches, goods, clothes*.

4) Nouns representing quantities and amounts that are considered as one unit are singular

For example, “*Five dollars is* too much”

c. The verb *be*

According to Arifin (2017 as cited in Azar 1989) summaries rules of the verb *be* as follows:

1) A sentence with *be* as the main verb has three basic patterns

- (a) With noun as in “Warda is a teacher”.
- (b) With adjective as in “She is good”.
- (c) With prepositional phrase as in “Warda was at the library.”

2) *Be* used as an auxiliary verb in progressive verb tenses and in the passive

- (a) Warda is reading a book.
- (b) They were listening to some music.
- (c) That letter was written by Warda.

3) The basic tenses of *be*

- (a) I (*am, was, have been*)
- (b) You, we, they (*are, were, have been*)
- (c) He, she, it (*is, was, has been*)

d. Negatives

There some negative indicators used in Standard English such as they are *not*, *no*, and some negative adverbs such as *never, rarely, seldom, hardly (ever), barely (ever)*. The negator *not* immediately follows an auxiliary and if there

are more than one auxiliary, *not* comes immediately after the first auxiliary as in” I will not be going there”.

The following sentences show the formulation of auxiliaries followed by *not* such as, I *will not* go there, I *have not* gone there, I *am not* going there , I *was not* there, I *do not* go there, *He does not* go there or I *did not* go there.

There are some common contractions the form of auxiliaries followed by not such as, *are not (aren't)*, *cannot (can't)*, *could not (couldn't)*, *did not (didn't)*, *does not (doesn't)*, *do not (don't)*, *has not (hasn't)*, *have not (haven't)*, *had not (hadn't)*, *is not (isn't)*, *must not (mustn't)*, *should not (shouldn't)*, *was not (wasn't)*, *were not (weren't)*, *will not (won't)*, *would not (wouldn't)*.

The negator *no* has a different form from negator *not* as compared as I *do not* have any money and I have *no money*. *Not* is used to make a verb negative while *no* is used as an adjective in front of a noun.

2.5 Fences Movie.

The movie adaptation is a movie made by moving part or all of a story that comes from a novel, autobiography, comic, history, and theater script. The *Fences* is a 2016 American adaptation movie based on the Pulitzer Prize Drama winner directed by Denzel Washington, which describes the life of a working-class American as a Trash Man to raise his family while facing life's problems. The movie tells the story of Troy Maxson, his wife Rose Lee with his son Lyons and Cory. The story begins in Pittsburgh in the 1950s where the movie focuses on Maxson's home life with his

family and his relationship with his disabled brother, Gabe who suffered brain damage after World War 2. Troy Maxson is a good old man who tries to give to family needs although having bad habits becomes alcoholic and selfish behavior. The confrontation between Maxson and his wife, Rose, when he came clean about his affair. He is not converted; he just told his wife what had happened and what the plan was. He only made this confession because he had impregnated another woman. Truth Maxson built a fence around his house to prevent outside changes that could make his family feel it. At the ends of the story with Maxson's death due to a heart attack.

